EDUCATION CRISIS RESPONSE

Quarterly Report

First Quarter - October 27, 2014 to December 31, 2014

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Submission Date: January 31, 2015

Cooperative Agreement: #AID-620-A-15-00001
Activity Start Date and End Date: October 27, 2014 to December 31, 2014
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It was prepared by Creative Associates International.

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Acronyms

AE	Alternative Education
CAN	Christian Association of Nigeria
CC	Community Coalition
CSACEFA	Civil Society Action Coalition on Education for All
CSO	Civil Society Organization
FBO	Faith-Based Organization
FOMWAN	Federation of Muslim Women Association of Nigeria
FS	Formal School
FY	Financial Year
IDP	Internally Displaced Persons
IP	Implementing Partner
IQTE	Integrated Qur'anic and Tsangaya Education
IR	Intermediate Result
JNI	Jamatul Nasril Islam
LC	Learning Center
LF	Learning Facilitator
LGA	Local Government Area
LGEA	Local Government Education Authority
LMDG	Learning Materials Development Group
LOA	Letter of Authorization
MDAs	Ministries, Departments and Agencies
MOE	Ministry of Education
MOEP	Ministry of Economic Planning
MOF	Ministry of Finance
NFE	Non-Formal Education
NFLC	Non-Formal Learning Center
NMEMS	Nigeria Monitoring and Evaluation Management Services
OVC	Orphans and Vulnerable Children
PCG	Project Consultative Group
PIRS	Performance Indicator Reference Sheets
PCG	Project Consultative Group
PY	Project Year
Q1	Quarter 1
Q2	Quarter 2
Q3	Quarter 3
Q4	Quarter 4
SEL	Social and Emotional Learning
SBMC	School-Based Management Committee
SEMA	State Emergency Management Agency
SMOE	State Ministry of Education
STTA	Short Term Technical Assistance
SUBEB	State Universal Basic Education Board
TWG	Technical Working Group

UBEC	Universal Basic Education Commission
USAID	United States Agency for International Development
YLC	Youth Learning Center

1. PROGRAM OVERVIEW/SUMMARY

1.1 Program Description/Introduction

Program Name:	Education Crisis Response
Activity Start Date And End Date:	October 27, 2014 – December 31, 2014
Name of Prime Implementing Partner:	Creative Associates International
Contract/Agreement Number:	#AID-620-A-15-00001
Name of Sub-awardees	1. International Rescue Committee 2. Florida State University
Major Local Counterpart Organizations	CSACEFA, FOMWAN
Geographic Coverage (cities and or countries)	Adamawa, Bauchi and Gombe states of Nigeria

Education Crisis Response's overall goal is to expand access to quality, protective, and relevant non-formal education (NFE) and alternative education (AE) opportunities for internally displaced persons (IDP) and out-of-school children of age 6-17 years in Adamawa, Bauchi and Gombe states. The project will focus on providing educational opportunities for internally displaced children and youth, as well as out-of-school children from host communities affected by the crisis in Northern Nigeria (regardless of their ethnic or religious affiliation) by setting up non-formal learning centers (NFLCs), Youth Learning Centers (YLCs), and Adolescent Girls Centers (AGLCs). The project also seeks to collaborate with other implementing partners (IP) in the focus states with effective interventions in child protection and safe learning environments. The project will provide learning in protective centers in both urban and rural areas, support formal schools to function in shifts where classrooms are overcrowded, and work within host communities who have taken IDPs into their homes, and in communities where IDPs live together in settlement-type housing.

The project will improve quality and relevant instructional practices linked to updated and/or newly developed teaching-learning materials for literacy, numeracy, life skills, Social and Emotional Learning (SEL) competencies and psychosocial support services in NFE and alternative education options. It will recruit, train, and coach NFLC Learning Facilitators (LFs) to provide quality instruction and ensure that the Technical Working Groups (TWGs) make relevant teaching-learning materials available for the beneficiaries. The project will also increase community engagement and support of schooling in targeted NFE and alternative education learning centers so that there is heightened awareness of these new and enhanced educational opportunities. It will also improve the value placed on education and provide IDP and host community girls, boys and youth a way to sustain their education. Education Crisis Response will work to increase state and local government and civil society support for NFE and alternative education options so that they collaborate, coordinate and provide government funding and policy support to sustain and expand non-formal education.

1.2   Summary of Results To date

Standard Indicators	Baseline FY 2014	FY14 Annual Target	Q1 FY14	Q2 FY14	Q3 FY14	Q4 FY14	Annual Target Achieved up to Q1 end (%)	On Target (Y/N)
1. # of learners enrolled in USG-supported Non-Formal Learning Centers (NFLCs) and Alternative Education (AE)**	11,760	11,760	0				0%	Y (Target planned for Q2-Q4)
2. #/% of new entrants in NFLCs and AEs*	11,760	11,760	0				0%	Y (Target planned for Q2-Q4)
3. #/% of learners receiving reading interventions at the primary or equivalent level in NFLS & AEs**	11,760	11,760	0				0%	Y (Target planned for Q2-Q4)
4. #/% of learners who complete the NFE/AE program *	65%	65%	0				0%	Y (Target planned for Q2-Q4)
5. #/% of students who, by the end of one full year of NFE education, demonstrate that they can read and understand the meaning of grade level equivalent text *	30%	30%	0				0%	Y (Target planned for Q2-Q4)
6. #/ % of learners in NFLC/AE & FS who meet or surpass criteria for socio-emotional competency**	65%	65%	0				0%	Y (Target planned for Q2-Q4)
7. #/% of NFLC/AE students transitioning to formal schooling (FS)	10%	10%	0				0%	Y (Target planned for Q2-Q4)
8. % of LF/coaches in NFLC/AEs who meet/surpass performance criteria*	65%	65%	0				0%	Y (Target planned for Q2-Q4)
9. #/% of NFLC/AEs established that meet or surpass criteria for safe, quality and relevant NFLCs*	65%	65%	0				0%	Y (Target planned for Q2-Q4)
10. #/% of LCs, coaches & supervisors in project NFLC/AEs who successfully complete training**	348	348	0				0%	Y (Target planned for Q2-Q4)
11. # of teaching (T) & learning (L) materials distributed to NFLC/AEs **	S: 11,760 T: 348	S: 11,760 T: 348	0				0%	Y (Target planned for Q2-Q4)
12. #/% of CSOs/NGOs and CCs supporting and advocating for conflict-sensitive education in NFLC/AE/FSs **	13	13	0				0%	Y (Target planned for Q2-Q4)
13. # of NFLC/AE/FSs supported by CCs	NFLC: 294 FS: 40	NFLC: 294 FS: 40	0				0%	Y (Target planned for Q2-Q4)
14. # of policies, guidelines, standard, transition plans, etc. developed/modified to support conflict-sensitive education in NFLC/AE/FSs*	3	3	0				0%	Y (Target planned for Q2-Q4)
15. # NFLC/AEs supported by project that receive resources from the government	294	294	0				0%	Y (Target planned for Q2-Q4)

Note: The Results Performance Column depicts level of achievement expressed as a percentage of Actual versus Planned.

2. ACTIVITY IMPLEMENTATION PROGRESS

2.1 Progress Narrative

Education Crisis Response commenced was awarded to Creative Associate on October 27, 2014. To get the project on ground, Creative rapidly embarked on startup activities. These covered recruitment of personnel, operations, procurement, security, and program implementation.

In the first few weeks of the project, key project staff were deployed, all positions were advertised in a national newspaper, short term technical assistants (STTAs) were hired to support project start up, and Home Country Nationals (HCN) personnel manual was developed.

In the area of operations, the project finalized its Grants Manual, prepared a draft RFA for release, conducted visits to Bauchi, Gombe, and Adamawa states to introduce the project to all state government counterparts, issued a letter of authorization (LOA) to sub-awardees, submitted a Branding and Marking Plan to USAID, and opened bank accounts.

Under Procurement, lease agreements for project offices were signed, procurement of furniture and all electronic equipment was finalized, a waiver request to purchase Nissan Patrol vehicles manufactured in Asia was submitted to USAID, another request to buy generators was also submitted to USAID, and an Internet Service Provider (ISP) was identified.

Under Security, a security manual was developed, a security company identified and a Security Advisor hired.

In the area of Programs, Project Year One Work Plan (PY1 WP) was developed and submitted to USAID and preparations were made for to conduct Community Education Assessment (CEA) to map formal/non-formal learning institutions and collect qualitative/quantitative data on access and quality to inform the Education Crisis Response program design in Nigeria.

2.2 Implementation Status

IR 1: Increased availability of safe, quality and relevant NFE and alternative education opportunities (schools, centers)

Activities under this intermediate result will commence in Quarter 2 (Q2). The project made preparations to conduct mapping exercise to identify potential options for the implementation of NFE. This Community Mapping/Assessment will focus solely on the twenty one selected LGEAs across the three states. The activity will use a mix of qualitative and quantitative data collection tools to accomplish the following;

i. Formal/non-formal institutions mapping: Map how many Formal/Non Formal education institutions are in each LGEA; numbers of students attending/non attending disaggregated by sex/age; number of TLMs; integrated core curriculum subjects (yes/no); number of teachers/learning facilitators; daily timetables etc.

ii. Formal and non-formal education institution functioning: Map the extent to which the

formal and non-formal education institutions have/have not met the priorities and needs of its target groups which are learners both in and out of school, parents, communities etc.

iii. Community Education Assessment of knowledge, attitudes and practices: Arrive at an improved understanding of how key conflict-drivers and gender roles impact how community members, parents, teachers, youth, girls, boys and existing educational programs/agencies identify barriers to educational access and quality inhibitors.

To achieve the community mapping/assessment objectives, the project will use a rigorous participatory methodology and analytical tools. This will involve a mixed methods of data collection process that involves review existing documentation, conducting key stakeholder interviews, and organizing focus group discussions across twenty one selected LGEAs in Bauchi, Gombe and Adamawa states. The results and recommendations from this Community Education Assessment will be compiled in consultation/collaboration with USAID in view of validating the draft results and incorporating additional feedback. The final results of this review will inform 2014-17 Education Crisis Response Program in Nigeria.

IR 2: Increased quality and relevant instruction and teaching-learning materials for literacy, numeracy and life skills in NFE and alternative education schools/centers

Activities under this intermediate result will commence in Q2. To ensure that all relevant teaching and learning materials are developed, approved by the government, and implemented, stakeholders from each State Ministry of Education and its agencies were identified to form a Technical Working Group. TWG will be established and inaugurated in the next reporting quarter.

IR 3: Increased community engagement and support of schooling in targeted NFE and alternative education school/center-communities

Activities under this intermediate result are expected to start in Q2. In order to ensure community engagement, project buy-in, and sustainability, the project conducted advocacy visits amongst traditional and religious leaders. These leaders pledged their support to the project and its objectives.

IR 4: Increased state and local government and civil society support for NFE and alternative education schools/centers

Activities under this intermediate result are planned to commence in Q2. However, the project conducted visits to state government counterparts, LGA chairmen, caretakers, and Executive Secretaries to seek support and to create an enabling environment so as to ensure the formation of TWGs.

The project also visited CSO partners who actively participated in the development of PY1 WP. These include: Center for Caring Empowerment Peace Initiative, Adamawa Peace Initiative, Jamatul Nasril Islam (JNI), Christian Association of Nigeria (CAN), Gogoji Zumunci Development Association, Civil Society Action Coalition Education for All

(CSACEFA), Federation of Muslim Women Association of Nigeria (FOMWAN), and Center for Women and Adolescent Education.

Start-Up Activities

LGA Selection

1. Bauchi

Before the commencement of the PY1 WP workshop, the project conducted an exercise to select intervention LGEAs. In attendance were representatives from all line Ministries, Departments and Agencies (MDAs). The Director, Planning, Research and Statistics was designated by the Commissioner for Education, Alhaji Ibrahim Mohammed, to chair the meeting. The Special Adviser to the Governor on Economic Planning, Alhaji Rabiu Gamawa was also in attendance. The state chapters of CAN, JNI and UNICEF attended the meeting and expressed their commitment to collaborate with the project. The criteria for the selection of LGEAs developed in consultation with USAID were shared with local counterparts. These included amongst others: high number of IDP children and youth, accessibility and security of location, and limited access to formal schools. The process resulted in the selection of seven LGAs. These comprise Alkaleri, Bauchi, Dambam, Ganjuwa, Gamawa, Itas-Gadau and Toro.

Cross-section of participants at the LGA selection meeting in Bauchi (left); UNICEF's Education Specialist, Maryam Bukar Dikwa, makes a point at the LGA selection (right). Photo credit: Hellen John

The project team also met with the Catholic Bishop of Bauchi, Most Reverend Malachi John Goltok, who nominated Rev. Father Andrew Batare to work with our team.

2. Gombe state

In Gombe, the Commissioner for Budget and Economic Planning, Alhaji Danladi Mohammed, whose Ministry coordinates all development partners in the state chaired the meeting. Representatives of relevant MDAs as well as CAN and JNI attended the exercise. Mercy Corps was also represented and expressed its commitment to collaborate with the project. The meeting noted that IDPs are present in all eleven LGAs of Gombe state and that two LGAs, Funakaye

and Nafada, are high security risks due to their neighbourhood with Yobe state to the North and the current insurgent attack within that axis.

The meeting selected seven LGAs with preponderance of IDP children, youth and girls. These were: Dukku, Kwami, Gombe, Yamatul Deba, Akko, Balanga and Shongom.
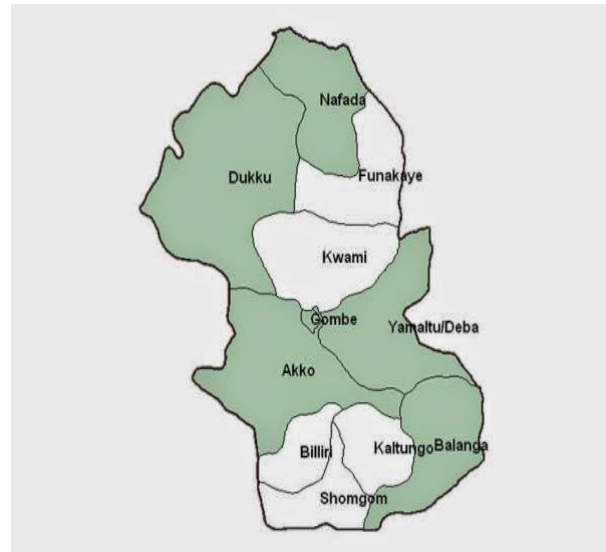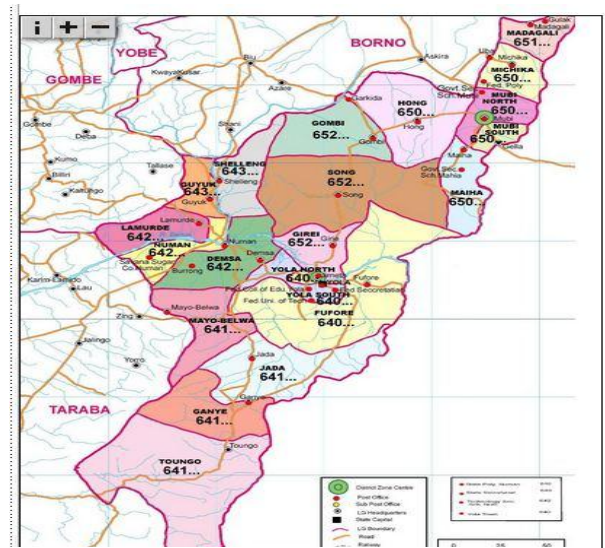

Bauchi state map and project LGAs (left). Gombe state map and project LGAs (right)

3. Adamawa

In Yola, the meeting was chaired by the Permanent Secretary, Ministry of Education, Alhaji Abubakar Mohammed, who was then providing oversight to the education sector in the absence of the Commissioner for Education. Alhaji Abubakar expressed his gratitude to the American people for supporting the state at that crucial point in time and assured the project team the state's full support and cooperation.

Adamawa state map and project LGAs

Participants noted four peculiarities of IDPs in the state. These were:

- That there are palpable fears of the state possible being overrun by insurgents as happened to the northern axis of the state.
- That the IDP population is fluid and unstable and can swell or diminish with each escalation or lull in the crisis.
- That the IDPs are living in host communities and a few camps operated by government and religious groups (within their premises).

- That IDPs aged 6-17 are concentrated in many LGAs and selecting only seven LGAs might exclude some with preponderance of IDPs.

Despite the above observations, the meeting reached a consensus to select the following seven LGAs: Yola North, Girei, Yola South, Fufore, Shelleng, Song and Numan.

Project Work Plan Exercise

PY1 WP workshop was conducted December 15-17, 2014 in Bauchi. It was a highly interactive and participatory process, enabling Adamawa, Gombe and Bauchi project staff to reflect on project objectives and engage a wide range of stakeholders in view of enhancing collaboration across states and deliberating on concrete activities, opportunities and challenges. The participants included representatives from state/local government counterparts, international/national NGOs, UN partners, Civic Society Organizations (CSOs), and Muslim and Christian religious networks. The participants came together to better understand the project goals and to form a cohesive and collaborative team. Group, intergroup discussions, and plenary sessions were the main features of the exercise. Issues requiring special attention were discussed in side meetings.

The workshop attendants included representatives from:

- Federation of Muslim Women's Associations in Nigeria (FOMWAN)
- Civil Society Action Coalition on Education for All (CSACEFA)
- State Universal Basic Education Board (SUBEB) - three states
- Ministries of Education (MOE) – three states
- Ministry of Women Affairs (MOWA) - three states
- Ministry of Youth (MOY), Bauchi
- Ministry of Religious Affairs (MORA), Bauchi
- State Agencies for Mass Education (SAME) - three states
- Office of DG Tsangaya, Bauchi
- Christian Association of Nigeria (CAN), Bauchi
- Justice Development and Peace Commission of the Catholic Bauchi Diocese
- State Emergency Management Agencies (SEMA) - three states
- Gizdi NGO, Adamawa
- Education Crisis Response
- Creative Associates Home Office, Senior Associate for Education in Conflict
- International Rescue Committee Home Office, Senior Education Advisor
- United Nations Children's Fund (UNICEF) Education Officer, Bauchi

Participants reviewed the Education Crisis Response technical program, ground-truthed assumptions, defined key tasks and activities, and clarified linkages across the various project components. Working group and plenary sessions allowed for exchange and discussion of the project's approach, reached consensus on proposed activities while laying the foundation for collaborative planning and implementation over the life of the project (LOP).

Creative Associates's Wendy Wheaton (left) and IRC's Jennifer Sklar facilitate work plan group sessions (right)

Following the three-day work plan exercise held in Bauchi state, a follow up one-day state level work plan was conducted in each of the three states where the outcomes of the three-day workshop were presented for state level input and in view of capturing specific peculiarities of the states and ensuring state government ownership of the project. Fifty three participants from Bauchi, fifty from Gombe, and thirty five from Adamawa states attended the state-level workshops. These comprise representatives from line Ministries, Departments and Agencies (MDAs) whose oversight function is to provide relief materials and or education services in the states. Muslim and Christian religious leaders, community leaders hosting IDPs, as well as representatives from CSACEFA and FOMWAN attended the workshops. A major outcome of the state level exercises were the selection of communities where *Quick Win* interventions would be carried out using data acquired from SEMA. Communities were ranked according to the number of IDPs and households hosting the IDPs. In Bauchi, Ungwan Turaki, Gudum Hausawa, Tirwum, Gwallaga A, B, and C wards, Sabon Kaura, Ungwan Dawaki were identified. In Gombe, Shamaki, Pantami, Herwa Gana, Bolari, and Nasarawo were identified. In Adamawa, six communities - NYSC Camp Bajare, G.D.S.S Malkogi Girei 1&2 primary school, Upper Luggere G.D.S.S, Role Community and Viniikland Central Primary school - were selected-. It was agreed that the *Quick Win* interventions would start effective January 19.

Bauchi state

In Bauchi, a state level meeting on project start-up was attended by fifty-three participants representing government MDAs, community leaders, Local Government Council chairmen/caretakers and their directors of education and social welfare from the seven focal LGEAs, Faith-Based Organizations (FBOs) and CSOs. Three LGA chairmen from the focal LGAs (Toro, Ganjuwa and Itas Gadau) were also in attendance.

S/N	COMMUNITY	IDPs
1.	Unguwan Turaki	175
2.	Gudum Hausawa	129
3.	Tirwum	122
4.	Gwallaga A	120
5.	Gwallaga B	95
6.	Sabon Kaura	88
7.	Gwallaga C	82
8.	Unguwan Dawaki	82

Table 1: Quick Win Communities in Bauchi LGA

Participants were intimated with a fast track activities the project intended to embark on. It consisted of establishing some learning centers within Bauchi metropolis before all project logistics are in place. SEMA presented data on wards and number of IDPs in each ward with input from the mai'unguwas (village heads). Please see Table 1 for a summary of communities selected for the *Quick Win* in Bauchi LGA**.**

Meetings were held with communities (left) and gatekeepers to introduce the project (right).

Gombe State

At River Edge resort Bauchi, a one-day state level work plan was convened for a larger stakeholder input and to ensure that the work plan captures specific peculiarities of the state. The state level meeting was attended by fifty (37 male, 13 female) participants representing MOE, MOEP, MOWA, MOY, Adult and Non-Formal Education Agency (ANFEA), SEMA, SUBEB, FOMWAN, CSACEFA, JNI and CAN.

An overview of the project, selected LGEAs, draft work plan from Bauchi meeting and the *Quick Win* strategy and activities for implementation were discussed during the workshop. Participants agreed on all activities slated in PY1 WP developed in Bauchi conference, made some inputs into the *Quick Win* and ranked the six communities (wards) within Gombe

metropolis using the number of IDPs and households hosting the IDPs in these communities. It was decided that the activities were to commence immediately in the first three or four communities according to the ranking in Table 2.

S/N	WARD	HOUSEHOLDS	IDPs	RANKING
1.	Shamaki	259	2,496	1
2.	Pantami	227	2,376	2
3.	Herwa Gana	138	1,847	3
4.	Bolari	148	1,817	4
5.	Nasarawo	128	1,438	5
6.	Jekadafari	86	1,240	6

Table 2: Quick Win Communities in Gombe metropolis

Adamawa State

Thirty-one (24 male, 7 female) stakeholders attended the state level workshop on PY1WP. The Director, Budget and Salaries, Adamawa Planning Commission chaired the meeting. The workshop presented an overview of the project and the seven selected focal LGEAs where the project would be carried out in the state. A narrative draft of the work plan and the matrix specific to the state was adopted by the stakeholders. The stakeholders pledged their support stating that the intervention was coming at the right time to support the state's educational needs. At the end of the session, a *Quick Win* plan and strategies to achieve it were unveiled to the stakeholder. A committee of five participants was set up to identify six of the highly populated IDPs host communities. The following communities were then selected:

1. NYSC Camp, Damare in Girei LGA
2. Girei 1 and 2 Primary schools, in Girei LGA
3. Vinikilang town, in Girei LGA
4. Malkoyi Camp, Yola South LGA
5. Bole 1 and 2 town, in Yola South LGA
6. Upper Luggere Ward, in Yola North LGA

Adamawa state stakeholders expressed their readiness to support the project and equally called on other implementing partners to complement each other in this noble endeavor.

2.3   Challenges

There have been quite a number of security incidents in the three intervention states since the inception of the project. Despite this challnge, the project teams were not deterred from carrying out start up activities. The project operated with utmost caution and made sure that all local counterparts are kept in the loop on all developments.

2.4   M&E Plan Update

The project paid a working visit to Nigerian Monitoring and Evaluation project (NMEMS II) to discuss possible technical support the project could receive from it.

During the reporting period, criteria and methodology for LGEA and NFLC selection were established in collaboration with states and other partners. Twenty one LGEAs were selected, seven each from Bauchi, Gombe and Adamawa states respectively.

The M&E Activity Plan was developed during the reporting period. The Activity Plan comprises indicators with annual and end-of project (EOP) targets and tools for collecting data. Performance Indicator Reference Sheets (PIRS) and performance indicator tracking table were also developed for subsequent submission to USAID. Also, the project commenced preparations to conduct CEA.

3.   INTEGRATION OF CROSSCUTTING ISSUES AND USAID FORWARD PRIORITIES

During the reporting period, startup activities focused mainly on operations related activities. In addition, PY1 WP was drawn up to spell out activities that will be implemented from Q2 onwards. Some of these activities addressed cross cutting issues such as gender equality and female empowerment, policy and governance support, local capacity development and conflict mitigation

4.   STAKEHOLDER PARTICIPATION AND INVOLVEMENT

PY1 WP proposed activities will involve collaboration with State Government Agencies such as SUBEB, SAME, SEMA, and Federal Agencies such as National Mass Education Commission, (NMEC), Universal Basic Education Commission (UBEC), National Emergency Management Agency (NEMA) and National Commission for Refugees. It also entails collaboration with IPs such as UNICEF, DFID, OXFAM, USAID-North East Regional Initiative (NERI) in Adamawa state, Mercy Corps in Gombe state, Save the Children, local NGOs, Nigeria Red Cross Society, communities and FBOs.

So far both government and CSOs have demonstrated their political will to support the project. Government and CSO partners were involved in identifying members of Technical Working Group, leading advocacy and sensitization efforts to obtain buy-in and also in supporting the process of forming Community Coalitions (CCs). The CSOs will also support in setting up and running of NFLCs.

5.   MANAGEMENT AND ADMINISTRATIVE ISSUES

Key program staff were readily available during project startup. The remaining positions were advertised in a national daily. Interviews and hiring will take place early in Q2.

The relocation of the Adamawa state field office from Mubi to Yola as a result of insurgency

attacks adversely impacted early deployment of key field staff. All state-level field positions will still be filled in Q2 as interview arrangements have been rescheduled.

6. LESSON LEARNED

The project had the opportunity to tap on best practices i.e. youth initiatives, and to support state governments to do more through identifying vocations that are highly demanded by the labor market, are low cost, and which can be locally sourced.

The need to quickly meet IDP needs and demonstrate project success will drive the *Quick Win* activities scheduled for Q2. Interactions with communities, stakeholders and religious leaders have assisted in identifying IDP communities and nearby schools to integrate internally displaced children in them.

7. PLANNED ACTIVITIES FOR NEXT QUARTER INCLUDING UPCOMING EVENTS

IR 1: Increased availability of safe, quality and relevant NFE and alternative education opportunities (schools, centers)

In Q2, the project will conduct CEA in the three states. Instrument for data collection will be developed, tested and finalized, enumerators identified and trained, locations and target populations for administration of the exercise selected, data captured, entry, analysis will be effected and the results shared with key stakeholders.

The project will also:

- Establish benchmarks for safe and protective non-formal and alternative education options;
- Award sub-grants to enable CSOs to establish CCs and create NFLCs, AGLCs and YLCs;
- Establish a technical working group in each state;
- Identify elements of the wraparound services for adolescent and youth center curriculums; and
- Hold a workshop with CSOs, government, other education actors to present the content of new curriculum for adoption.

IR 2: Increased quality and relevant instruction and teaching-learning materials for literacy, numeracy and life skills in NFE and alternative education schools/centers

In order to adapt standards for Learning Facilitators (LFs) and develop a process to enable CSOs and CCs to recruit quality LFs, the project will establish Teacher Education TWG representing relevant MDAs and key education stakeholders to adapt and develop relevant standards and training materials. Meetings will be held with relevant government stakeholders, NGOs, tertiary institutions and partners to agree and adopt the teaching and learning standards for LFs. The project will work with CCs and local CSO/NGOs to source LF candidates in target communities.

Project staff will verify that community nominated candidates are qualified and meet the criteria.

The project will also conduct a workshop with the Learning Materials Development Group (LMDG) to insert or infuse additional conflict sensitive/SEL and other relevant topics into existing NEI professional development program and train Master Trainers and LGEA trainers in the three states to train new and existing LFs to integrate and teach the enhanced curriculum.

IR 3: Increased community engagement and support of schooling in targeted NFE and alternative education school/center-communities

To rapidly build the knowledge of key stakeholders in the target states about the roles and management of Integrated Qur'anic Centers and CCs, sensitization of local communities will be conducted in collaboration with FOMWAN and CSACEFA. The project will hold meetings to raise women's awareness on Integrated Qur'anic and Tsangaya Education (IQTE) in collaboration with CSACEFA and FOMWAN. The project will also organize a study tour to CCs created under the NEI project in Bauchi state for ANFEA/SAME, SUBEB and community members.

Forty-two CCs will be established or strengthened to support achieve project goals using the community action cycle. They will be supported to form youth groups to sensitize village/ward heads, religious gatekeepers and local education stakeholders (SBMCs, mothers clubs, CSOs) and demand for better education services. In collaboration with CSACEFA and FOMWAN, the project will also support CSOs and CCs to mobilize communities on the importance of equitable access to quality, safe and practical education.

IR 4: Increased state and local government and civil society support for NFE and alternative education schools/centers

The project will collaborate with community groups, CAN, JNI and other stakeholders to sensitize communities on the importance of reconciliation and peace-building. Advocacy visits will be conducted to State Houses of Assembly, SAME, SUBEB, MOF, MOE, Directorate of Tsangaya Education/Tsangaya Association and LGEAs to ensure buy-in. Quarterly coordination meetings will be held with representatives of the various MDAs to review and align current policies that support Integrated NFE and other education options.

NFE TWG as well as a Project Consultative Group (PCG) will be established in each state in collaboration with representatives of the various MDAs responsible for NFE, LGEAs, CSOs and CCs. The project will support each state PCG and TWG to conduct monthly and quarterly meetings to bring critical decision makers from state and local government agencies together to provide advice on and learn from project activities.

8.   FURTHER INFORMATION

Further information arising from project implementation will be communicated to the AOR as they emerge.

9.   COMMENTS FROM LAST QUARTERLY OR SEMI- ANNUAL REPORT ADDRESSED

This is the project's first quarter. As such, there is no pending issue.

ANNEX A: PROGRESS SUMMARY

Indicator	Data Source	Baseline data		FY 2014		Quarterly Status - FY 2014				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
Goal: Expand access to quality, relevant non-formal education (NFE) and alternative education opportunities for out-of-(formal) school children; age 6-17 in target sites.											
1. # of learners enrolled in USG-supported Non-Formal Learning Centers (NFLCs) and Alternative Education (AE)**	NIL	FY14	11,760	11,760	0	0				0%	Target planned for Q2-Q4
2. #/% of new entrants in NFLCs and AEs*	NIL	FY14	11,760	11,760	0	0				0%	Target planned for Q2-Q4
3. #/% of learners receiving reading interventions at the primary or equivalent level in	NIL	FY14	11,760	11,760	0	0				0%	Target planned for Q2-Q4
4. #/% of learners who complete the NFE/AE program *	NIL	FY14	65%	65%	0	0				0%	Target planned for Q2-Q4
5. #/% of students who, by the end of one full year of NFE education, demonstrate that they can read and understand the meaning of grade level equivalent text *	NIL	FY14	30%	30%	0	0				0%	Target planned for Q2-Q4
6. #/ % of learners in NFLC/AE & FS who meet or surpass criteria for socio-emotional	NIL	FY14	65%	65%	0	0				0%	Target planned for Q2-Q4
7. #/% of NFLC/AE students transitioning to formal schooling (FS)	NIL	FY14	10%	10%	0	0				0%	Target planned for Q2-Q4
8. % of LF/coaches in NFLC/AEs who meet/surpass performance criteria*	NIL	FY14	65%	65%	0	0				0%	Target planned for Q2-Q4

Indicator	Data Source	Baseline data		FY 2014		Quarterly Status - FY 2014				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
IR 1: Increased availability of safe, quality and relevant NFE and alternative education opportunities (schools, centers)											
Sub-IR 1.1: Establish safe, protective non-formal and alternative education opportunities											
9. #/% of NFLC/AEs established that meet or surpass criteria for safe, quality and relevant NFLCs*	NIL	FY14	65%	65%	0	0				0%	Target planned for Q2-Q4
Sub-IR 1.2: Integrate Accelerated Learning Programs (ALPs) for core academic programs, life skills and wrap=around services into NFE and alternative learning programs											
IR 2: Increased quality of relevant instruction and teaching-learning materials for literacy, numeracy, life skills and wrap-around services in NFE and alternative education programs											
Sub-IR 2.1: Increase the number and improve the capacity of LFs to provide literacy, numeracy and life skills instruction and provide wraparound services											
10. #/% of LCs, coaches & supervisors in project NFLC/AEs who successfully complete training**	NIL	FY14	348	348	0	0				0%	Target planned for Q2-Q4
Sub-IR 2.2: Establish a coaching/mentoring system to support LFs in NFE and alternative learning center											
Sub-IR 2.3: Develop/adapt and distribute quality teaching and learning materials for literacy, numeracy, life skills and wraparound services in NFE and alterative learning centers											
11. # of teaching (T) & learning (L) materials distributed to NFLC/AEs **	NIL	FY14	S: 11,760 T: 348	S: 11,760 T: 348	0	0				0%	Target planned for Q2-Q4
IR 3: Increased community engagement and support of schooling in targeted NFE and alternative education learning center communities											
Sub-IR 3.1: Increase awareness of the importance of schooling and non-formal and alternative education opportunities											
Sub-IR 3.2: Strengthen or activate community education support groups/committees											
12. #/% of CSOs/NGOs and CCs supporting and advocating for conflict-sensitive education in NFLC/AE/FSs **	NIL	FY14	13	13	0	0				0%	Target planned for Q2-Q4

Indicator	Data Source	Baseline data		FY 2014		Quarterly Status - FY 2014				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
Sub-IR 3.3: Establish community-implemented support programs for NFE or alternative learning centers											
13. # of NFLC/AE/FSs supported by CCs	NIL	FY14	NFLC: 294 FS: 40	NFLC: 294 FS: 40	0	0				0%	Target planned for Q2-Q4
IR 4: Increased state and local government and civil society support for NFE and alternative education options											
Sub-IR 4.1: Establish opportunities for dialogue among government agencies, NFE alternative education providers, and civil society on increasing equitable access											
Sub-IR 4.2: Align and operationalize policies to support NFE and alternative learning centers											
Sub-IR 4.3: Increase state and local resources (funds, teachers, supervision, etc.) for NFE and alternative education options											
Sub-IR 4.4: Assist development of transition plans for state and local government support of NFE and alternative education schools/centers											
14. # of policies, guidelines, standard, transition plans, etc. developed/modified to support conflict-sensitive education in NFLC/AE/FSs*	NIL	FY14	3	3	0	0				0%	Target planned for Q2-Q4
15. # NFLC/AEs supported by project that receive resources from the	NIL	FY14	294	294	0	0				0%	Target planned for Q2-Q4

ANNEX B: TRAINET REPORT
Project training activities are scheduled to commence in Q2.

ANNEX C: TRAINING PLAN
No training was planned for this quarter.

ANNEX D: SUCCESS STORIES
Program activities will commence in Q2 and it will then be possible to document a success story.

ANNEX E: PRESS RELEASES
No press release was issued during the quarter.

ANNEX F: PROGRAM ACTIVITIES

Task (Activity Cluster)	Q1 Activities Oct 27 – Dec 31, 2014	Outputs Oct 27 – Dec 31, 2014	Q2 Activities Jan 1 – Mar 31, 2015
Intermediate Result 1: Increased availability of quality, protective and relevant NFE and alternative education opportunities			
Intermediate Result 1.1: Establish safe, protective non-formal and alternative education opportunities			
Task 1: Conduct Community Education Assessments (CEAs).	Program activities scheduled to commence in Q2	N/A	1. Develop instrument for data collection; test and finalize
	Program activities scheduled to commence in Q2	N/A	2. Identify enumerator; locations and population for administer the Assessment – and train enumerators
	Program activities scheduled to commence in Q2	N/A	3. Set up data capture, entry, analysis and sharing with stakeholder
Task 2: Establish benchmarks for safe and protective non-formal and alternative education options.	Program activities scheduled to commence in Q2	N/A	1. Identify and gather existing benchmarks in NFLCs, existing benchmarks at national, state and local levels. (e.g. NCE for LFs)
	Program activities scheduled to commence in Q2	N/A	2. Set a meeting to review all existing benchmarks to establish safety benchmarks
	Program activities scheduled to commence in Q2	N/A	3. Conduct awareness raising for elders, parents and stakeholders, raise capacity to implement the benchmarks
Task 3: Establish a Small Grants Program to enable CSOs to establish CCs and create NFLCs, AGLCs and YLCs.	Program activities scheduled to commence in Q2	N/A	1. Establish/strengthen 294 learning centers (NFLCs, YLCs and AGLCs)
	Program activities scheduled to commence in Q2	N/A	2. Release the request for proposal to CSOs for open competition
	Program activities scheduled to commence in Q2	N/A	3. Receive and screen relevant proposals
	Program activities scheduled to commence in Q2	N/A	4. Meet with the awardees of the small grants for orientation on the project goals
Intermediate Result 1.2: Integrate Accelerated Learning Programs (ALPs) for core academic programs, life skills and wrap=around services into NFE and alternative learning programs			
Task 1: Enhance and use the FGON's approved integrated curricula	Program activities scheduled to commence in Q2	N/A	1. Establish a technical working group with CSOs, government, other education actors to clarify what is added
Task 3: Integrate the enhanced integrated	Program activities scheduled to commence in Q2	N/A	1. Identify the elements of the wraparound services; adolescent and youth center

Task (Activity Cluster)	Q1 Activities Oct 27 – Dec 31, 2014	Outputs Oct 27 – Dec 31, 2014	Q2 Activities Jan 1 – Mar 31, 2015
curriculum and wraparound services into existing IQTE options and newly created AGLCs and YLCs			curriculum.
	Program activities scheduled to commence in Q2	N/A	2. Hold a Workshop with CSOs, government, other education actors to present the content of new curriculum for adoption
	Program activities scheduled to commence in Q2	N/A	3. Establish skills acquisition centers for AGLCs and YLCs.
Intermediate Result 2: Increased quality of relevant instruction and teaching-learning materials for literacy, numeracy, life skills and wrap-around services in NFE and alternative education programs			
Intermediate Result 2.1: Increase the number and improve the capacity of LFs to provide literacy, numeracy and life skills instruction and provide wraparound services			
Task 1: Adapt standards for LFs and develop a process to enable CSOs and CCs to recruit quality LFs	Program activities scheduled to commence in Q2	N/A	1. Establish TE TWG with relevant MDAs and SOW for state level working group for key education stakeholders to adapt and develop relevant standards and training materials.
	Program activities scheduled to commence in Q2	N/A	1. Hold meeting with relevant Government stakeholders, NGOs, tertiary institutions and partners to agree and adopt on the teaching and learning standards for LFs and LF terms of reference already established by government in LF.
	Program activities scheduled to commence in Q2	N/A	2. Work with relevant agencies to identify candidates that meet the LF recruitment criteria. Government agencies will work with community coalitions and local CSO/NGOs to source candidates in target communities. Project staff will verify that community nominated candidates are qualified and meet criteria.
Task 2: Adapt NEI's professional development program to prepare master trainers to train new and existing LFs and Center directors to integrate and	Program activities scheduled to commence in Q2	N/A	1. Conduct 2-day workshop with LMDG to 'insert' or infuse additional conflict sensitive/SEL and other relevant topics if appropriate into existing NEI professional development program.
	Program activities scheduled to commence in Q2	N/A	2.Recruit 12 Master Trainers from 3 states and appoint 42 LGEA trainers in coordination with SUBEB using teacher

Task (Activity Cluster)	Q1 Activities Oct 27 – Dec 31, 2014	Outputs Oct 27 – Dec 31, 2014	Q2 Activities Jan 1 – Mar 31, 2015
teach the enhanced curriculum			recruitment and development policy developed by NEI-USAID
	Program activities scheduled to commence in Q2	N/A	3.Train Master Trainers and LGEA trainers in the three states for 3 days
Result 3: Increased community engagement and support of schooling in targeted NFE and alternative education learning center communities			
Intermediate Result 3.1: Increase awareness of the importance of schooling and non-=formal and alternative education opportunities			
Task 1: Rapidly build the knowledge of key stakeholders in the target states about the roles of integrated Qur'anic centers and CCs, their creation, and management	Program activities scheduled to commence in Q2	N/A	1.Conduct palace based sensitization to communities in collaboration with FOMWAN and CSACEFA on benefits of integrated Qur'anic centers and CCs
	Program activities scheduled to commence in Q2	N/A	2.Hold compound meetings in collaboration with CSACEFA and FOMWAN to increase women's knowledge of IQTE
	Program activities scheduled to commence in Q2	N/A	3.Organize study tour to CCs in Bauchi (created under NEI) for ANFEA/SAME, SUBEB and community members
Task 2: Strengthen existing and establish new CCs or other local education support groups and committees	Program activities scheduled to commence in Q2	N/A	1.Identify existing CCs and community groups
	Program activities scheduled to commence in Q2	N/A	2. Establish 42 community coalition
	Program activities scheduled to commence in Q2	N/A	5. Provide ongoing support and monitoring of CC to deliver the community action cycle
Task 3: Explore the possibility of establishing agreements with state governments to create a small grants program or other funding mechanism to support CCs and CSO	Program activities scheduled to commence in Q2	N/A	1.Hold exploratory meetings with relevant state agencies on supporting CCs and CSOs with small grants
Intermediate Result 3.2: Strengthen or activate community education support groups/committees			
Task 1: Plan and execute an awareness raising campaign to build and strengthen	Program activities scheduled to commence in Q2	N/A	1.Collaborate with CSACEFA and FOMWAN, to support CSOs and CCs to mobilize communities about the importance of enabling equitable access to quality,

Task (Activity Cluster)	Q1 Activities Oct 27 – Dec 31, 2014	Outputs Oct 27 – Dec 31, 2014	Q2 Activities Jan 1 – Mar 31, 2015
demand for education			safe and practical education
	Program activities scheduled to commence in Q2	N/A	2.Support CC s to form youth groups to sensitize village/ward heads, religious gatekeepers and local education stakeholders (SMBCs, mothers clubs, CSOs) to demand for education services
Intermediate Result 3.3 Establish community-implemented support programs for NFE or alternative learning centers			
Task 1: Enable staff from CSOs and CCs to learn about the structure and function of Nigeria's education system	Program activities scheduled to commence in Q2	N/A	1.Sensitize CSOs, CCs and local education support groups on NFE policy including bench mark and their roles in its delivery
Result 4: Increased state and local government and civil society support for NFE and alternative education options			
Intermediate Result 4.1: Establish opportunities for dialogue among government agencies, NFE alternative education providers, and civil society on increasing equitable access			
Task 1: Catalyze existing coordination mechanisms used by providers of NFE and alternative education options to facilitate open dialogue	Program activities scheduled to commence in Q2	N/A	1.Organize interface meeting(1 per state) for ANFEA/SAME, and LGEAs to interact with CSOs to promote the implementation of non-formal and alternative education opportunities
	Program activities scheduled to commence in Q2	N/A	2.Collaborate with community groups, CAN,JNI and other stakeholders to sensitize communities on the importance of reconciliation and peace-building
Intermediate Result 4.2: Align and operationalize policies to support NFE and alternative learning centers			
Task 1: Strengthen existing or create new governmental mechanisms for discussing and operationalizing NFE policies	Program activities scheduled to commence in Q2	N/A	1. Conduct advocacy visit to State House of Assembly, SAME, SUBEB, SPC and MOF, MOE, Directorate of Tsangaya Education/Tsangaya Association and LGEAs for buy in to the project.
	Program activities scheduled to commence in Q2	N/A	2. Organize 3-day quarterly coordination meetings with representatives from the various MDAs responsible for NFE, LGEAs, CSOs and CCs to review and align current policies that support Integrated NFE and other

Task (Activity Cluster)	Q1 Activities Oct 27 – Dec 31, 2014	Outputs Oct 27 – Dec 31, 2014	Q2 Activities Jan 1 – Mar 31, 2015
			education options. Sharing experiences and identify way forward.
Task 2: Establish a Project Consultative Group (PCG) and TWG to bring critical decision makers from state and local government agencies together to provide advice on and learn from project activities	Program activities scheduled to commence in Q2	N/A	1.Establish NFE TWG and PCG with representatives from the various MDAs responsible for NFE, LGEAs, CSOs and CCs.
	Program activities scheduled to commence in Q2	N/A	2.Support PCG and TWG to conduct monthly/quarterly meetings

ANNEX G: OPERATIONS AND MANAGEMENT ACTIVITIES

Task (Activity Cluster)	Q1 Activities Oct 27 – Dec 31, 2014	Outputs Oct 27 – Dec 31, 2014	Q2 Activities Jan 1 – Mar 31, 2015
1. Personnel			
Task 1: Ensure all hired project and support staff are competently meeting project expectation	1.Review staff adequacy and competence	Staff adequacy reviewed	Review staff adequacy and competence
	2.Discuss with IPs new tasks areas and level of competency	New tasks areas and level of competency discussed	Discuss with IPS new tasks areas and level of competency required
	3.Identify any vacancies and/or required consultancy with program staff	Vacancies and required consultancy identified	Identify any vacancies and/or required consultancy with program staff
	4. Source or advertise for open position	All open positions advertised in national newspaper	Source or advertise for open position.
	5.Coordinate the recruitment of all required staff	Recruitment of all required staff coordinated and consultants engaged for quick response to technical programming.	Coordinate the recruitment of all required staff
Task 2: Organize routine in house orientation for staff on programmatic and admin expectations	1. Determine gaps on project implementation expectation	Gaps on project implementation expectation determined at PY1 work plan conference	Determine gaps on project implementation expectation.
	2. Organize orientation/ re-orientation meeting for project staff and government partners on relevant areas.	Routine in house orientation for staff on programmatic and admin. expectations organized	Organize orientation/ re-orientation meeting for project staff and government partners on relevant areas.
Task 3: Develop a harmonized consultants data bank in consultation with all project components	1.Collate all consultancy (local and STTA) needs from program staff	Consultancy (local and STTA) needs collated from program staff	Collate all consultancy (local and STTA) needs from program staff
	2.Review against specific tasks and output	Specific tasks and output reviewed	Review against specific tasks and output
	3.Develop a data base of consultants across all project components	Database of consultants developed	Develop a data base of consultants across all project components
	5.Review guidelines and procedures for engaging consultants	Guidelines and procedures for engaging consultants reviewed	Review guidelines and procedures for engaging consultants
	4. Orient staff on guidelines and procedure for engaging consultants. (Documentation, communication line, approval, reporting, payment, monitoring etc.)	Staff oriented on guidelines and procedure for engaging consultants	Orient staff on guidelines and procedure for engaging consultants. (Documentation, communication line, approval, reporting, payment, monitoring etc.)
	5. Follow up on approval and ensure compliance on consultancy reporting requirements	Complied with consultancy reporting requirements	Follow up on approval and ensure compliance on consultancy reporting requirements
Task 4: Technical	1.Identify potential partners of USAID (OFDA, OTI)	Potential partners of USAID (OFDA, OTI) and DFID	Identify potential partners of USAID (OFDA, OTI) and

Task (Activity Cluster)	Q1 Activities Oct 27 – Dec 31, 2014	Outputs Oct 27 – Dec 31, 2014	Q2 Activities Jan 1 – Mar 31, 2015
Collaboration	and DFID supported projects and UN agencies	supported projects and UN agencies identified	DFID supported projects and UN agencies
	2.Define areas of collaboration	Areas of collaboration defined	Define areas of collaboration
	3.Organize/Participate in technical meetings- of USAID (OFDA, OTI) and DFID supported projects and UN agencies	Technical Collaboration established with USAID-RARA, Safe School Initiative and Save the Children	Organize/Participate in technical meetings- of USAID (OFDA, OTI) and DFID supported projects and UN agencies
	4. Update USAID on all collaboration in quarterly reports	USAID updated on all collaboration in quarterly report	Update USAID on all collaboration in quarterly reports
Task 5: Security matters	1. Implement security plan	Security plan in place	Implement security plan
	3. Attend security briefs at USAID and disseminate appropriately.	Attended USAID security briefs	Attend security briefs at USAID and disseminate appropriately.
	4. Security review – status & needs of properties and take appropriate actions.	Security reviewed	Security review – status & needs of properties and take appropriate actions.
2. Planning and review			
Task 1: Continuous engagement of State government officials and key stakeholders	1.Share PY1 quarterly work plan with government and stakeholders for input	PY1 quarterly work plan shared with government and stakeholders for input	Share PY1 quarterly work plan with government and stakeholders for input
	2.Brief relevant government stakeholders on quarterly developments	Relevant government stakeholders briefed	Share quarterly reports with relevant government stakeholders
	3.Engage government on project implementation to take ownership of the initiative	State government and LGA buy-in on project implementation secured	Engage government on project implementation to take ownership of the initiative
	4.Facilitate USAID Education and other project team partners to meet with government	USAID introduction of project facilitated	N/A
	6.Schedule and attend periodic meeting with USAID Education team	Periodic meetings held with USAID Education team	Schedule and attend periodic meeting with USAID Education team
Task 2: Internal project technical coordination	1. Conduct bi-monthly/ quarterly internal review meeting with Senior Technical Managers to assess and refine program implementation.	Internal review meeting held with Senior Technical Managers	Conduct bi-monthly/ quarterly internal review meeting with Senior Technical Managers to assess and refine program implementation.
Task 3: LGA coordination	1.Engage LGA Chairmen/ Education Secretaries for Education Crisis Response support at LGA level	LGA Chairmen/ Education Secretaries buy-in secured.	N/A
Task 4: Monthly/quarterly calendar of	1.Obtain other USAID IPs' monthly/quarterly calendar of events	Calendar published	Obtain other USAID IPs' monthly/quarterly calendar of events

Task (Activity Cluster)	Q1 Activities Oct 27 – Dec 31, 2014	Outputs Oct 27 – Dec 31, 2014	Q2 Activities Jan 1 – Mar 31, 2015
events	2. Harmonize monthly calendar of events	Monthly calendar of events harmonized	Harmonize monthly calendar of events
	3. Track the implementation of all activities lined up in the calendar.	Implementation of all activities tracked	Track the implementation of all activities lined up in the calendar.
Task 5: Advocacy and trouble shooting on issues arising from meetings	6. Conduct periodic visits to key stakeholders	Visits to key stakeholders conducted	Conduct periodic visits to key stakeholders
	7. Undertake exchange visits to project states-Adamawa, Bauchi and Gombe	Moved to Q2 as exchange visits to project states will occur after Community Education Assessment	Undertake exchange visits to project states-Adamawa, Bauchi and Gombe
3. Management			
Task 1: Establish management tools and procedures	1. Provide management instrument and procedure	Management procedure established	N/A
	2. Develop Time table and checklist	Time table and checklist developed	N/A
	3. Develop communication channel checklist	Communication channel checklist developed	N/A
	5. Provide HCN Manuals, SOPs and disseminate to staff.	HCN manual prepared	N/A
	6. Tasks and responsibilities assigned clearly defined.	Tasks and responsibilities defined	N/A
	7. Ensure maintenance of office procedures (e.g. vehicle movement, etc.)	Maintenance procedures outlined	Ensure maintenance of office procedures (e.g. vehicle movement, etc.)
Task 3: Meetings at different levels	1.Conduct general staff meetings monthly	Two general staff monthly meetings conducted	Conduct general staff meetings monthly
	2.Conduct monthly component reviews of WP & budget	WP approval still awaited from USAID	Conduct monthly component reviews of WP & budget
	4.Conduct weekly program review Monday morning meetings	36 meetings conducted per meeting calendar	Conduct weekly program review Monday morning meetings
	5. Meet with the security team	Meetings held with Security Manager	Meet with the security team
Task 5: Monthly/ quarterly visit to project site (State/LGA/Schools/communities)	1. Establish site visit schedule and assignment	N/A	Establish site visit schedule and assignment
	2. Conduct site visits	N/A	Conduct site visits
Task 6:	1. Confirm receipts	Receipts confirmed	Confirm receipts

Task (Activity Cluster)	Q1 Activities Oct 27 – Dec 31, 2014	Outputs Oct 27 – Dec 31, 2014	Q2 Activities Jan 1 – Mar 31, 2015
Installation of office equipment (video conference, computers, AN/Phones, etc. for Adamawa, Bauchi and Gombe)	2. Ensure timely installation of all equipment	All equipment procured installed	Ensure timely installation of all equipment
Task 7: Office management (water, electricity, etc.) for Adamawa, Bauchi and Gombe	1. Review office management tools (requisition for monthly needs etc.)	Office management tools in use	N/A
	2. Compile monthly operations budget by 25th day of the month	Monthly operations budget compiled	Compile monthly operations budget by 25th day of the month
	3. Review and endorse financial documents	Financial documents endorsed	Review and endorse financial documents
	4. Work with office manager to operationalize office management tasks.	Office management tasks operationalized	Work with office manager to operationalize office management tasks.

4. Reporting

Task (Activity Cluster)	Q1 Activities Oct 27 – Dec 31, 2014	Outputs Oct 27 – Dec 31, 2014	Q2 Activities Jan 1 – Mar 31, 2015
Task 1: Weekly	1. Coordinate with program officers on timeline for submission	Timeline for submission agreed with program officers	Coordinate with program officers on timeline for submission
	2. Obtain draft report by noon of every Friday	Draft report	Obtain draft report by noon of every Friday
	3. Review report	Report reviewed	Review report
	4. Document/Submit to appropriate agency weekly	Report submitted	Document/Submit to appropriate agency weekly
Task 2: Monthly	1. Coordinate with program officers on timeline for submission	Timeline for submission agreed with program officers	Coordinate with program officers on timeline for submission
	2. Obtain draft report	Draft report obtained	Obtain draft report
	3. Review report	Report reviewed	Review report
	4. Document/Submit to appropriate agency	Report submitted	Document/Submit to appropriate agency
Task 3: Quarterly	1. Coordinate with HQ on timeline for submission	Timeline for submission agreed with HQ	Coordinate with HQ on timeline for submission
	2. Obtain draft contents of reports from tech. Staff	Draft report obtained	Obtain draft contents of reports from tech. Staff
	3. Review report	Report reviewed	Review report
	4. Document/Submit to appropriate HQ	Report submitted	Document/Submit to appropriate HQ

5. Financial Management

Task (Activity Cluster)	Q1 Activities Oct 27 – Dec 31, 2014	Outputs Oct 27 – Dec 31, 2014	Q2 Activities Jan 1 – Mar 31, 2015
Task 1: Coordinate	1. Obtain monthly statement of accounts and other	Monthly statement of accounts	Obtain monthly statement of accounts and other banking

Task (Activity Cluster)	Q1 Activities Oct 27 – Dec 31, 2014	Outputs Oct 27 – Dec 31, 2014	Q2 Activities Jan 1 – Mar 31, 2015
financial documentation/ reporting	banking documentation		documentation
	2. Check and approve vouchers for payment.	Vouchers approved for payment	Check and approve vouchers for payment.
	3. Review agreement from service support providers such as hotels for subsidized fixed rates for the project	Agreements reached with 1 hotels and service providers	Review agreement from service support providers such as hotels for subsidized fixed rates for the project
6. Grants Management			
Task 1: Grants management	3.Train grantees on manual procedure	Moved to Q2, after award of sub-grants	Train grantees on manual procedure
	4.Train grantees on program responsibilities	Moved to Q2, after award of sub-grants	Train grantees on program responsibilities
	5.Establish monitoring procedure and assign personnel	Moved to Q2, after award of sub-grants	Establish monitoring procedure and assign personnel
	6.Monitor grants implementation	Moved to Q2, after award of sub-grants	Monitor grants implementation
7. Procurement			
Task 2: Procure furniture and equipment	1.Develop list and specifications	List and specifications prepared	Develop list and specifications
Task 3: Develop and maintain inventory of all items	1.Supervise the F&A Manager to develop a plan for periodic update of the inventory	F&A Manager supervised on inventory update plan	Supervise the F&A Manager to develop a plan for periodic update of the inventory
	2.Ensure periodic review and update of the inventory quarterly	Inventory prepared and updated	Ensure periodic review and update of the inventory quarterly
Task 4: Marking and branding	1.Maintain branding and marking procedure	Equipment marked	Maintain branding and marking procedure
	2.Assign responsibilities to a personnel	Responsibilities assigned	N/A
	3.Monitor compliance (on-going activity)	Compliance monitored	Monitor compliance (on-going activity)

ANNEX H: MONITORING AND EVALUATION ACTIVITIES

Task (Activity Cluster)	Q1 Activities Oct 27 – Dec 31, 2014	Outputs Oct 27 – Dec 31, 2014	Q2 Activities Jan 1 – Mar 31, 2015
2. M&E Plan Development			
Task 2: Update MEAP table	1.Review and finalize indicators with annual and EOPS targets	Moved to Q2 to include inputs from Community Education Assessment	1.Finalize indicators with annual and EOPS targets
3. LGEA, NFLC and Sample Selection			
Task 1: Select sample Project LGEAs and NFLCs	1.Establish criteria and methodology for LGEA and NFLC selection	Criteria and methodology for LGEA and NFLC selection established	Completed
	2.Share selection criteria and methodology with states and other partners	Selection criteria and methodology shared with states and other partners	Completed
	3.Select LGEAs in the three states	21 LGEAs (7/state) selected in three states	Completed
4. M&E System development			
Task 5: Data Base Management	2.Obtain routine data reporting forms from staff	Moved to Q2, when activity implementation yield data	2.Obtain routine data reporting forms from staff
	3. Clean and enter routine data	Moved to Q2, when activity implementation yield data	3. Clean and enter routine data